Visual Arts Plan for Scoil Íde, Salthill

Introductory Statement and Rationale
This Visual Arts Plan was originally devised by the staff of Scoil Íde at a Whole School Planning Day in January 2014. The plan was discussed and revised before being put before the Board of Management for ratification. As a whole school plan it will inform teaching and learning of this subject area and will serve as the basis for all long term and short term planning in Visual Arts.

Vision
As stated in our enrolment policy, Scoil Íde is committed to the holistic development of the child. This plan emphasises the uniqueness of each child in our school, the importance of developing each child's unique talents and the need to develop creative thinking. It aims to afford every child the opportunity to excel whether or not they are academically gifted and also to enhance their confidence and self-esteem.

Aims and Objectives
Aims:
We endorse the aims of the primary school curriculum for Visual Arts:
- To help the child develop sensitivity to the visual, spatial and tactile world, and to provide for aesthetic experience.
- To help the child express ideas, feelings and experiences in visual and tactile forms
- To enable the child to have enjoyable and purposeful experiences of different art media and to have opportunities to explore, experiment, imagine, design and communicate with different art materials.
- To promote the child's understanding of and personal response to creative processes involved in making two and three-dimensional art.
- To enable the child to develop the skills and techniques necessary for expression, inventiveness and individuality.
- To enable the child to experience the excitement and fulfilment of creativity and the achievement of potential through art activities.
- To foster sensitivity towards and enjoyment and appreciation of the visual arts.
- To provide opportunities for the child to explore how the work of artists and craftspeople might relate to his/her own work.

Additional Aims of Scoil Íde N.S. from 2014 onwards
• To begin to place an emphasis on 'process versus product'.
• To begin to create a balance between making and doing and looking and responding

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Objectives:
In every class in our school the children will be given opportunities to explore and experiment with:
- a variety of drawing tools
- paint/colour materials
- printing materials

- natural clay
- construction materials
- fabrics and fibres

The children will be afforded opportunities to visually represent their experiences, their observations and their imaginary world using all of these materials.
The Visual Arts Plan will be addressed under the following headings.

A. Curriculum Content
1. **Strand and Strand Units**
2. **Methodologies and Approaches**
3. **Looking and Responding**
4. **Children with Different Needs**
5. **Linkage and Integration**
6. **Assessment and Record Keeping**
7. **Equality of Participation and Access**

B. Organisational Planning
1. **Timetable**
2. **Display**
3. **Resources**
4. **Information Technology**
5. **Health and Safety**
6. **Individual Planning**
7. **Staff Development**
8. **Parental Involvement**
9. **Community Links**

A. Curriculum Content

1. Strands and Strand Units

During the course of their Visual Arts education in Scoil Íde, children will engage in the following strands and strand units.

Strands	Strand Units
Drawing	o Making Drawings o Looking and Responding
Paint and Colour	o Painting o Looking and Responding
Print	o Making Prints o Looking and Responding
Clay	o Developing form in clay o Looking and Responding

Fabric and Fibre	o Making fabric prints o Looking and Responding
Construction	o Making constructions o Looking and Responding

Junior and Senior Infants

Strands	The child should be enabled to:
Drawing	• Experiment with the marks that can be made with different drawing instruments on a range of surfaces. • Make drawings based on vividly recalled feelings, real and imaginative experiences and stories. • Discover and draw lines and shape as seen in natural and manufactured objects and discover that lines can make shapes. • Explore the relationship between how things feel and how they look.
Paint and Colour	• Experiment with a variety of colour drawing instruments and media to develop colour awareness. • Use colour to express vividly recalled feelings, experiences and imaginings. • Discover colour in the visual environment to help develop sensitivity to colour. • Discover colour, pattern and rhythm in colourful objects. • Discover the relationship between how things feel and how they look.
Print	• Experiment with the effects that can be achieved with simple print-making. • Use a variety of print-making techniques making a variety of relief prints.
Fabric and Fibre	• Explore the possibilities of fabric and fibre as media for imaginative expression. • Make simple collages.
Clay	• Explore and discover the possibilities of clay as a medium for imaginative expression. • Make a clay form and manipulate it with fingers to suggest a subject.
Construction	• Explore and experiment with the properties and characteristics of materials in making structures. • Make imaginative structures.

First and Second Classes

Strands	The child should be enabled to:
Drawing	• Experiment with the marks, lines, shapes, textures, patterns and tones that can be made with different drawing instruments on a range of surfaces. • Make drawings based on his/her personal or imaginative life with a growing sense of spatial awareness. • Explore shape as seen in natural and manufactured objects and become aware of the shape of shadows cast by objects. • Draw from observation.
Paint and Colour	• Explore colour with a variety of materials and media. • Use colour expressively to interpret themes based on his/her personal or imaginative life. • Paint objects chosen for their colour possibilities. • Discover colour in the visual environment and become sensitive to tonal variations between light and dark and to variations in pure colour. • Discover harmony and contrast in natural and manufactured objects and through themes chosen for their colour possibilities. • Discover colour, pattern and rhythm in natural and manufactured objects and interpret them in his/her work. • Explore the relationship between how things feel and how they look.
Print	• Experiment with the effects that can be achieved with simple print-making techniques. • Use a variety of print-making techniques to make theme based or non-representational prints.
Fabric and Fibre	• Explore and discover the possibilities of fabric and fibre as media for imaginative expression. • Make small inventive pieces with fabric and fibre. • Invent a costume.
Clay	• Explore and discover the possibilities of clay as a medium for imaginative expression. • Change the form of a small ball of clay using the medium expressively. • Work inventively with cubes or oblong blocks of clay and add details to suggest a solid structure. • Make simple pottery. • Experiment with and develop line, shape texture and pattern in clay.
Construction	• Explore and experiment with the properties and characteristics of materials in making structures. • Make imaginative structures.

Third and Fourth Classes

Strands	The child should be enabled to:
Drawing	• Experiment with the marks, lines, shapes, textures, patterns and tones that can be made with different drawing instruments on a range of surfaces. • Make drawings from recalled experiences, emphasising pattern, detail, context and location. • Express his/her imaginative life and interpret imaginative themes using inventive pattern and detail. • Draw from observation.
Paint and Colour	• Explore colour with a variety of materials and media. • Make paintings based on recalled feelings and experiences, exploring the spatial effects of colour and tone, using overlapping, and with some consideration of scale. • Express his/her imaginative life and interpret imaginative themes using colour expressively. • Discover colour in the visual environment and become sensitive to colour differences and tonal variations through colour mixing. • Discover harmony and contrast in natural and manufactured objects and through themes chosen for their colour possibilities. • Discover pattern and rhythm in natural and manufactured objects and use them purposefully in his/her work. • Explore the relationship between how things feel and how they look.
Print	• Experiment with a widening range of printmaking techniques. • Use a widening range of print-making techniques to make theme-based or nonrepresentational prints. • Make prints for functional uses. • Use a computer art program to create original images that are not dependent on clip art.
Fabric and Fibre	• Explore and discover the possibilities of fabric and fibre as media for imaginative expression. • Make small inventive pieces in fabric and fibre. • Make soft toys, emphasising individuality and variety.
Clay	• Explore and discover the possibilities of clay as a medium for imaginative expression. • Make simple clay pots. • Make sturdy figures in clay using the medium expressively and with imaginative detail. • Work inventively and expressively with cubes or oblong blocks of clay. • Develop line, shape, texture and pattern in clay. • Work inventively and expressively with papier mache.
Construction	• Explore and experiment with the properties and characteristics of materials in making structures. • Make drawings from observation to analyse the structures of buildings and the natural environment. • Make imaginative structures.

Fifth and Sixth Classes

Strands	The child should be enabled to:
Drawing	• Experiment with the marks, lines, shapes, textures, patterns and tones that can be made with different drawing instruments on a range of surfaces, demonstrating increasing sensitivity and control. • Discover how line could convey movement and rhythm. • Make drawings based on themes reflecting broadening interests, experiences and feelings. • Draw imaginative themes using inventive pattern and detail. • Draw from observation.
Paint and Colour	• Explore colour with a variety of colour drawing instruments, media and techniques. • Make paintings based on recalled feelings and experiences, and discover ways of achieving spatial effects. • Express his/her imaginative life and interpret imaginative themes using colour expressively • Paint from observation. • Become sensitive to increasingly subtle colour differences and tonal variations in natural and manmade objects. • Discover harmony and contrast in natural and manufactured objects and through themes chosen for their colour possibilities. • Discover pattern and rhythm in natural and manufactured objects. • Explore the relationship between how things feel and how they look.
Print	• Experiment with more complex print-making techniques. • Use more complex print-making techniques to make theme based or non-representational prints. • Make prints for functional uses. • Use a computer art program to create original images that are not dependent on clip art.
Fabric and Fibre	• Explore and discover the possibilities of fabric and fibre as media for imaginative expression. • Make small inventive pieces in fabric and fibre. • Make simple character toys. • Design and make a costume.
Clay	• Explore and discover the possibilities of clay as a medium for imaginative expression. • Use clay to analyse and interpret form from observation. • Explore some of the essential characteristics of 3-D work. • Make simple pottery and sculpture. • Experiment with and develop line, shape, texture and pattern in low relief. • Work inventively and expressively with papier mache. • Make an imaginative slab built structure.
Construction	• Explore and experiment with the properties and characteristics of materials in making structures. • Make drawings from observation to analyse form and structure. • Make imaginative structures

Each strand's activities are interrelated and involve perceiving and exploring the visual world
and making art and looking and responding to the visual world and works of art. Teachers can
choose a range of activities from each strand for their yearly plans. In choosing thematic

content, teachers will draw on children's experience, imagination, observation and curiosity. Children should be given the opportunity to look and talk about his/her work, other children's work and artist's work. This results in the **Making Art** and **Looking and Responding** structure in each strand. By discussing the children's work and the work of other artists the teacher can informally draw attention to the visual elements of line, shape, colour and tone, texture, pattern and rhythm, form and spatial organisation. Below are some of the questions we use to help develop the children's sensitivity to the visual elements:

Line: What kind of line do you see? Are they straight /curved? What effects are created by the lines?
Shape: What shapes do you see? Are they curved? What effects do these shapes create?
Colour and Tone: What colours do you see in the picture? Why? What effects are created?
Texture: What does the surface feel like? What materials are used?
Pattern and Rhythm: Can you see any patterns? Where are the patterns?
Form: Can you see any 2-D shapes (triangle, square etc.) 3-D shapes?
Spatial Organisation: Is there a lot of space/depth in the picture?

2. Methodologies and Approaches
We support the recommendation that ***Guided Discovery*** is the most appropriate teaching method for the Visual Arts as it encourages the pupils to:
- Explore the expressive potential of various media and experiment with them.
- Cultivate their own artistic interpretation of their world.
- Observe their visual environment.
- Express significant aspects of their lives in visual form and to appraise art works.

The teacher's awareness and acceptance of a broad range of visual imagery, both in children's work and in the work of artists is also important. Exposure to work from different eras, traditions and cultures as well as the Western Classical Tradition will be included in the arts programme.

Emphasis will be placed on *process* rather than product. The uniqueness of each pupil's art work or their response to the work of other artists will be encouraged and celebrated. Visual arts activities should be structured to show sequence and growth in complexity and should build on earlier experiences and skills acquired. A balance must be met between making and doing and looking and responding

3. Looking and Responding
Children should have opportunities to question and reflect on what they see and to become more discriminating and critically aware. The emphasis, however, should be on appreciation and enjoyment. Children will be given ample opportunity to experience a wide variety and range of art images both representational and non-representational. They will be encouraged to look and talk about his/her work, other children's work and artist's work with openness and sensitivity and will understand there are no definitive answers in art. Emphasis will be placed on discussion of qualities rather than judgement.

A spirit of enquiry may be encouraged by posing questions such as:

➢ How was the object or image made?
➢ What was it made from?
➢ Who made it and what did he /she intend?
➢ Where, when and in what social and cultural context was it made?
➢ What was it made for?

How to Look and Respond

• F - First impressions
• I - Investigation
• S - Stimulus for art making
• H - Have we learnt something -artwork, artist, art world or art making?

4. Children with Different Needs

In relation to the visual arts education programme activities and guidelines can be adapted to suit children with special needs. Differentiation will occur in art lessons according to the needs of the children in the class and activities chosen by the teachers will be appropriate to the child's ability and age. Differentiation in terms of *resource* (eg. a larger paint brush), or teaching *methodology* (eg. steps in process presented visually as well as aurally), or *outcome* will be employed by the teacher as necessary. The visual arts programme should provide opportunities for all children to experience success. Particular support will be given to children with special needs where discovery and experimentation in visual arts can be very rewarding and may lead to the development of other skills and talents. Children who display a particular ability in the area of visual arts will be encouraged to develop this talent further. Children will be encouraged to avail of opportunities to engage with visual arts, e.g. to enter competitions and to display artistic work in classrooms and throughout the school building.

5. Linkage and Integration

As stated in the Art Curriculum Guidelines, "integrated learning is an important aspect of primary education". Well planned, integrated topics provide a variety of contexts for developing concepts and skills and are added opportunities for creativity and inventiveness. The staff of Scoil Íde will make every effort to integrate the teaching of Visual Arts with other subjects in the curriculum. There are also many opportunities for linking strand and strand units within the Visual Arts curriculum. This can also be developed with a *thematic approach*.

6. Assessment and Record Keeping

Assessment is an integral part of teaching and learning. In Scoil Íde we consider assessment in Arts Education important as it helps to identify learning potential and also areas of difficulty. It further enables the teacher to rate the effectiveness of the teaching programme and to choose appropriate teaching strategies. One of the main assessment tools used in our school for Arts Education will be teacher observation. The teacher may also digitally photograph any class art projects or art work. The following assessment tools will be used by the teachers in the school:

Teacher Observation

Emphasis will be placed on observation and assessment of the child's engagement in the art _process_ rather than the product. Teacher will observe, question and monitor children during the art process. Areas for assessment might include:

- The child's ability to choose and use materials, tools and media for a particular task
- or project, effectively and with originality.
- The child's expressive use of visual media in compositions and in developing form.
- The quality of the child's responses to art works, and his/her ability to make
- connections between his/her own work of others.
- The child's approach to and level of involvement with a task.
- The child's contribution to group activities.

Teacher Designed Tasks

Tasks will be designed to facilitate children's creative thinking, problem solving and skills development.

Work Samples

Any of the following may be used as a form of assessment and record of the child's work.

- Class portfolios, examples of the year's work from different children.
- Individual display books (A4) or scrapbooks, containing art pieces from each year.
- Digital photographic record of children's selected work.
- Samples of the children's art work are also sent home with each child. The information gathered will be shared with parents at parent/teacher meetings and in report cards at the end of the school year.

7. Equality of Participation and Access

As our enrolment policy states, Scoil na Mainistreach provides for equality of participation and access to all areas of the curriculum for all pupils. This will also be evident in the arts curriculum. We also adhere to the policy that all children can engage in art education at their own level. In line with our inclusive school policy, different cultures are affirmed through discussion, activities and displays. Children of other nationalities are encouraged to contribute to the learning experience of the other children by sharing elements of their own culture.

B. Organisational Planning

1. Timetable

Art classes will be timetabled for one hour per week (50 minutes for Junior classes) as in accordance with the primary school curriculum guidelines for Visual Arts. Each teacher will be responsible for the timetabling and organisation of the visual arts programme in their own classroom. Teachers will strive to ensure that equal time allocation will be dedicated to each strand over the course of the school year.

2. Display

It is the view of the staff that an integral part of art development is the display of the children's own work. It gives children a sense of pride in their own achievements. It also helps them to respond to visual arts experiences in a variety of imaginative ways. It encourages them to use appropriate language in response to their own and other children's work. In Scoil na Mainistreach we will strive to ensure:

- Each teacher has access to display areas in their classroom and in the greater school area, eg. along the corridors.
- Each child will have work displayed regularly.
- Discussion of art displays will be viewed as part of the Visual Arts programme.
- Children's art work will be displayed in the greater community when opportunity allows either through formal school exhibitions or involvement in community projects e.g. Credit Union Art competitions, local festivals, fleadhs and School Calendar.
- Photographs of children engaging in visual arts will be displayed on the school website.

3. Resources

A range of resource material for the implementation of the visual arts programme will be available to each class teacher and students. These resources will be suitable to the age and ability and the particular strand being studied by the class grouping. An agreed sum is requested at the start of the school from each family towards the purchase of some of the school's art materials and each teacher will purchase the appropriate items for his/her class grouping.

4. Information Technology

I.T. plays an important role in the visual arts plan, for example, use of CD-ROMs, programmes such as "Paint", use of fonts etc. Digital cameras will be used to keep a record of completed projects. The internet is also a valuable resource for the teaching of visual arts, e.g. virtual tours of galleries etc. Children will also have access to the following I.T. based activities as part of the programme:

- Paint and Draw programmes.
- MS Publisher.
- Accessing gallery websites for virtual tours.
- Websites dedicated to famous artists.
- Websites for Educational Art resources.

5. Health and Safety

As stated in the School Health and Safety policy Scoil Íde has a duty of care towards all the children and staff during school hours. School personnel are mindful of health and safety issues associated with the visual arts. Adequate and reasonable supervision of children engaging in art activities will be required by all staff members. Care will be taken when using glue, scissors, craft knives, clay and other materials Art material used should be non-toxic and safe for children to work with. The children will be encouraged, particularly at infant level, to wear old clothing during practical classes to protect uniforms. Plastic containers will be used for water and the room will be well ventilated while art work is drying.

6. Individual Teachers' Planning and Reporting

Class activities will be planned in advance by individual teachers. When planning these activities teachers' will take cognisance of the school policy and the agreed timetabled period for this subject area as outlined above. Individual teacher planning throughout the school year will include all six strands of the curriculum. Teachers will report on art lessons through the Cúntaisí Mhiosúla which are submitted to the Principal and kept on file in the office. Samples of the children's work may be sent home regularly and/or portfolios of the children work may be kept in the classroom as a record of the children's creative and aesthetic development.

7. Staff Development

Staff members are encouraged to share ideas with each other in the area of Visual Arts. This sharing of ideas is both informal and formal. The latter is organised through staff meetings. Teachers are also encouraged to take part in in-service training in this area and as far as resources allow, the school Board of Management may provide funding for training for staff members. Teachers with particular expertise in this area are also encouraged to become involved in whole school projects with the children such as Murals, Art Exhibitions in the Community and Prop Development for school drama projects..

8. Parental Involvement

As stated in our enrolment policy Scoil Íde encourages parents to become partners in the learning process. A consultative and collaborative approach to planning is encouraged and communication to parents in relation to the visual arts programme is facilitated. The active involvement of parents in the Visual arts programmes is promoted by encouraging parents to stimulate and sustain children's interest and development throughout their primary schooling through:
- Requests for collection of materials suitable for art.
- Requests for parents with a particular expertise in this area to become involved in school projects.
- Organisation of Displays of the children's work both in the community, in the school and in the church at Communion and Confirmation celebrations.
- Feedback from parents at parent teacher meetings and informally on the success of the arts curriculum.
- Organisation of Formal Art Exhibitions through the Parents Council.
- Fund raising with the parents for resources and arts projects in the school.
- Encouraging their children to enter local exhibitions and community events. Information on these events may be circulated via the school.

9. Community Links

In Scoil Íde we view the school at the heart of the local community and strive to create opportunities to liaise with the wider school community through:
- Entering Local/National Art Competitions
- Promotion of the Environment Calendar project
- Promotion of Visiting Artists and Artists in School Schemes
- Participation in local festivals and exhibitions
- Visits to galleries, museums or exhibitions

We will also integrate the local history of Galway through Looking and Responding activities.

Success Criteria
The success of individual activities will be measured in the following terms:
- ➢ Child's use of imagination.
- ➢ Inventiveness.
- ➢ Involvement and enjoyment.
- ➢ Ability to choose correct material.
- ➢ Child's response to his/her own work and the work of others.
- ➢ Contribution to the group.

The following will be indicators that the school policy in visual arts is succeeding.
- ➢ Teacher's planning influenced by school policy.
- ➢ Cuntaisí Mhíosúla outlining and evaluating programmes.
- ➢ Feedback both formal and informal from staff members.
- ➢ Feedback from students and parents.
- ➢ Feedback from Inspectors.

Implementation and Review
The School policy on Visual Arts was reviewed in January 2014. Reviews will be regular and ongoing and any necessary revisions will be implemented. The responsibility for this review process will rest with the Principal and Management Staff. The next formal review of the School Plan for Visual Arts will take place in 2017.

Policy Review and Ratification

This policy was reviewed and ratified by the Board of Management of Scoil Íde

on   .

Chairperson: _____   **Date**:_____

Resources for Art as at October 2017

Junior Infants pages Google according to theme and Pinterest, Teaching Facebook

Senior Infants
www.deepspacesparkle.com
The Usborne Book of Art Ideas by F. Watt
Primary Art Book A Ages 5-6 by Dianne Sterrett
Small World SESE Books
Bags of Fun – Craft and Paper Bags by Penny Molloy and Catherine Bishenden
Pinterest Website

First Class
Art through Music – Belair Folens
Google images
The Usborne Book of Christmas Art Ideas
Art Crafty Kids – facebook page
Pinterest
Google Images

Second Class
Pinterest
Anholts Series of Artists Books
The Usborne Book of Art Ideas
What Shall I do Today – Ray Gibson
What Shall I draw today – Ray Gibson
What Shall I paint today – Ray Gibson
What Shall I make today – Ray Gibson

Third Class
Mrs. Brownes Art Website
Pinterest
Google Images

Fourth Class
Pinterest
YouTube
Sparklebox website
Deepsapce Sparkle Website

Fifth Class
YouTube Tutorials
Google – Mostly Pinterest

Sixth Class
Pinterest
Mrs. Browne's Art Lessons – on the Internet.